

# **Student Assessment Policy**



**CENTRAL PARK MEDICAL COLLEGE,  
LAHORE**

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## PURPOSE

The purpose of the policy is to establish student assessment practices within the undergraduate medical education program at Central Park Medical College (CPMC). The policy has been developed by the Medical Education Department in conjunction with the Curriculum Committee under the guidelines of the Academic Council to establish, monitor, and update an assessment system throughout the entire medical curriculum.

The policy is in line with curriculum of the Pakistan Medical & Dental Council (PMDC) and is based on the syllabus and course outlines of the University of Health Sciences (UHS).

## PRINCIPLES

Assessment within the MD program at CPMC will include both formative and summative assessments, and utilize written examinations, (MCQ, SEQ, written assignments), performance assessments (OSPE/OSCE), oral/viva-voce examinations, assignments (case reports, projects, self-reflection), and ward cards/portfolios among the assessment tools. Assessment procedures should be standardized across courses, where possible.

## FORMATIVE ASSESSMENT (FOR LEARNING)

An assessment that is designed to promote student learning and provides specific qualitative feedback to the learner on their progress towards achievement of objectives and identifies areas for improvement.

## SUMMATIVE ASSESSMENT (OF LEARNING)

An assessment used to measure students' achievement of objectives after a period of instruction, such as a section, chapter, unit, module, or course. May also provide formative information for future learning.

### RELIABILITY & VALIDITY

A measure of the reproducibility or consistency of the assessment. If a student were assessed on a different day, or by a different examiner, how close the score would be. A measure of if the assessment is actually assessing that which it is designed to assess.

### SYLLABUS ASSESSMENT PLAN

A document outlining an overall plan of how learning within a unit of instruction (course/module/rotation) will be assessed. It will include methods, timing and weighting of the various assessments. It is maintained by individual departments.

### SCOPE OF THE POLICY

This policy applies to all undergraduate medical students registered in the MBBS program at CPMC. This document covers departmental assessment policies for the five-year Undergraduate MBBS Medical Education Program.

### ASSESSMENT PLANNING

Each department will develop learning objectives outlining what the student will have learned/be able to do upon completion of the course, module or rotation. Each department will develop a plan of organized learning opportunities to assist students in attaining the above learning objectives.

Each department will develop a departmental academic calendar which will include information on the methods, timing, and relative contribution to the final mark of all course assessments, both formative and summative. Criteria for passing and remediation must be specified. Assessment methods selected should be appropriate to the modality of the objective(s) assessed: knowledge, skill or attitude.

Each department will develop an "Examination Blueprint" for each of the assessments to cater to the requirement of 20% internal assessment for the Professional Examinations Scores of UHS.

## EXAMINATION DEVELOPMENT AND ADMINISTRATION

Each Head of Department (HoD), working in conjunction with the teaching faculty, will develop a question bank of the major examinations planned for their department. Post examination, student feedback on tests will be reviewed by the relevant HoD and/or teaching faculty, prior to final determination of student scores. Any modifications made as a result of this analysis will be applied to the entire class.

## REMEDICATION AND SUPPLEMENTAL ASSESSMENT

Students who are identified as being in academic difficulty may be offered remediation and supplemental assessment. The HoD will determine the specific type of remediation and supplemental assessment needed for each individual student. The supplemental assessment may be in the form of the original assessment or in another form as appropriate for reassessing the student's area(s) of academic difficulty. The supplemental assessment may be cumulative or non-cumulative, and either override a portion of, or the entire course/module mark.

## STUDENT FEEDBACK ON ASSESSMENT

Each department must provide opportunities for formative assessment. Students must receive constructive formative feedback (i.e. feedback beyond a numerical grade value) on their performance during to allow sufficient time for remediation. Students should have the opportunity to approach the appropriate teaching faculty for assistance.

## ROLE OF MEDICAL EDUCATION CELL

The Medical Education Cell is responsible for oversight of the submitted assessment documents and will review any items flagged by the HoD or other course faculty. Each department will report monthly to the Medical Education Cell the assessment scores and attendance of students. The Medical Education Cell will compile the submissions and send out a consolidated report to students and their

parents on a periodic basis. The Medical Education Cell will report annually to the Curriculum Committee on the performance of the assessment process.

### NON-COMPLIANCE

Instances or concerns of non-compliance with the Student Assessment Policy should be brought to the attention of the Assistant Dean for onward submission to the Dean.